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ABSTRACT

This annotated bibliography lists 18 publications to help educators more effectively include students with disabilities in mainstream programs. The publications, including books, journal articles, videotapes, and reports, are dated from 1987 through 1993, and most are available through the ERIC (Educational Resources Information Center) system or from the Council for Exceptional Children. (DB)

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**ERIC Minibib**

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# Including Students with Disabilities: Minibibliography

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**ED 307 792. The Yoke of Special Education: How to Break It**. Alan Gartner and Dorothy Kerner Lipsky. 1989. 40 pp. Discusses the legal background of special education and its relationship to regular education, strategies for keeping students in regular classes, themes for school reform (student outcomes, site-based decision-making, incentives, sanctions, improved measures, and improved productivity) and rights and assumptions about school reform.

*Available from the National Center on Education and the Economy, 39 State Street, Suite 500, Rochester, NY 14614. (716) 546-7620.*

**Curriculum Considerations in Inclusive Classrooms**. Susan Stainback and William Stainback. 1991. Paul H. Brookes Publishing Company, Baltimore, MD. This book focuses on how the curriculum can be designed, adapted, and delivered in inclusive general education classrooms. It discusses strategies for developing inclusive classrooms and schools as well as curriculum adaptation and delivery. This book complements an earlier publication by the same authors, entitled *Support Networks for Inclusive Schools: Interdependent Integrated Education.*

**ED 341 213. Children with Exceptional Needs in Regular Classrooms**. Libby G. Cohen, Ed. 1992. 185 pp. This book contains nine papers reporting research findings and preferred instructional strategies for children with special needs. The topics include characteristics of children with special needs, accommodation in the regular classroom, effective instructional strategies, legal requirements, and evaluation methods.

**ED 338 638. Strategies for Full Inclusion**. Jennifer York and others. 1989. 133 pp. These seven papers discuss practical strategies and examples for designing and implementing inclusive educational programs for students with severe disabilities in Minnesota Public Schools. It addresses middle school education, a team approach to program development, and the IEP process, among other topics.

**ED 348 806. Inclusion**. U.S. Office of Special Education and Rehabilitative Services. 1992. OSERS *News in Print*, IV, 4. 39 pp. Includes a message on inclusion from the U.S. Assistant Secretary for Special Education and Rehabilitative Services and articles on aspects of inclusion, such as preschool, closing sheltered workshops, and building friendships.

*Available free from OSERS, U.S. Department of Education, Room 3129, Switzer Building, 330 C St., SW, Washington, DC 20202-2524.*

**ED 329 081. Integrated Education**. Jennifer York and Terri Vandercook, Eds. *Impact,* (Feature Issue) *1*,2. Winter, 1988. 21 pp. Provides various perspectives on a number of integrated education topics, including successful integration practices and strategies, the changing roles of teachers, the appropriate role of research and history and future of integrated education, and the realization of dreams of life in the mainstream for children with severe disabilities.

**ED 324 862. Report of the National Task Force on the Integration of Hearing Impaired Students**. Judith Raskin. 1990. 142 pp. Recommendations of a task force on the integration of hearing impaired students, focusing on procedures for early identification, standards for educational programs, staff development and training, and program quality indicators.

**ED 322 665. Total Integration: Young Children Learning Together**. A Three Year Research Study of the CTL Preschool Program, Center for Teaching and Learning, University of North Dakota. Lynne A. Rocklage and Bjorn Benson, Eds. 1990. 224 pp. This study investigated the effects of total integration on manifest behavior and skill development of young children with and without disabilities. Results indicated numerous benefits in skill gains and social integration for all participants and enthusiasm from their families.

**ED 319 173. Guidelines for Integration of Learners with Severe Handicaps**. Derived from experiences of Indiana's Statewide Systems Change Project. 1989. 135 pp. This project identified best educational practices and implemented them within a delivery system involving an agency for preschoolers with severe handicaps, a special education program for elementary-aged learners, and a regular integrated education program. Guidelines for systems change are presented.

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**ED 311 229. Increasing Vocational Options for Students with Learning Handicaps: A Practical Guide**. Eva Eagle and others. 989. 52 pp. Based on a study of 30 exemplary programs in six states, this guide addresses vocational education for students with mild learning handicaps in mainstream vocational classrooms. It provides recommendations by role for vocational education teachers, vocational education administrators, special education teachers, professional support staff, and principals and district administrators.

**ED 286 079. Handbook on Mainstreaming Handicapped Students in Vocational Education**. Second Edition. James B. Hamilton. 1987. 33 pp. Intended to assist vocational education teachers who are mainstreaming students with disabilities, this handbook describes the concept of a continuum of services, and discusses vocational evaluation services, curriculum adaptation, equipment modification, alternative testing, and alternative grading.

**EJ 439 555. Educating Students with Severe Disabilities in Their Neighborhood Schools: The Utah Elementary Integration Model.** Andrea McDonnell and others. *Remedial and Special Education, 12*, 6. November/December, 1991. 11 pp. The Utah Elementary Integration Model places students with severe disabilities in neighborhood schools that provide supported integration in age-appropriate grade-level homerooms, peer-referenced and community-referenced curriculum, a transdisciplinary team approach, and data-based training in natural settings. Twenty-seven participants achieved significant adaptive behavior gains over a school year.

**ED 343 301. Inclusive Education (Preschool-1st grade and K-12)**. Mary McEvoy and Terri Vandercook, Eds. *Impact,* (Feature Issue), *4*,#2-3. Summer, 1991-Fall, 1992. 41 pp. The articles in these two theme issues discuss inclusive education at the preschool to first grade level and at the kindergarten to grade 12 level. They present different ways that families and professionals include children with and without disabilities in educational and child care settings, with the common element of their success coming through collaboration among many people and agencies. Articles address training, the administrator's perspective, families' experiences with inclusive education, transition to integrated programs, and shared agendas for special and general education, among other topics. Lists of suggested readings on inclusive learning environments are included.

## CEC PUBLICATIONS

**ED 350 774. Issues and Options in Restructuring Schools and Special Education Programs**. Margaret J. McLaughlin and Sandra Hopfengartner Warren. 1992. 81 pp. Input was gathered from educational administrators and state policy makers to identify issues related to restructuring and programs for children with disabilities. The issues and options for addressing them are summarized within five critical areas of restructuring local schools: developing a clear vision and mission that include all students; establishing a system of accountability; creating an organization that supports the mission of restructuring; changing what schools teach and how they teach it; and creating supports for staff development and staff renewal.

**ED 333 658. Preparing to Integrate Students with Behavioral Disorders**. CEC Mini-Library. Robert A. Gable and others. 1991. 34 pp. Reviews the literature and offers guidelines to assist in the integration of students with behavioral disorders in mainstream settings and in the delivery of appropriate instructional services. One section addresses the concerns of principals, administrators, and program coordinators, and another addresses the concerns of teachers.

**CASE Future Agenda for Special Education: Creating a Unified Education System**. Council of Administrators of Special Education, Inc. 1993. 38 pp. Discusses the processes for developing an inclusive community and administrative issues in inclusive school change. Topics include stakeholder responsibility, systems of accountability, personnel preparation and certification, funding, staff development, and community services.

**Two Faces Of Inclusion: The Concept and the Practice.** Council of Administrators of Special Education, Inc. 1993. This video combines the thoughts of leading scholars with the actions and advice of practicing teachers, principals, parents, and leading special education administrators. In an informal conversation format, the narrator talks about what inclusion is and is not. The tape gets to the heart of the inclusion debate and suggests how to start and maintain the momentum to change teaching and learning for all students.

**Facing Inclusion Together.** Council of Administrators of Special Education, Inc. 1993. This video depicts collaboration and the co-teaching of professionals from regular and special education. Strategies appropriate for elementary, middle school, and high school are presented. Specific attention is given to negotiating new relationships between teachers, the shared ownership of classrooms, and the issues teachers and related service staff have overcome in supporting all students in their schools.

## HOW TO GET ERIC DOCUMENTS

*Documents with ERIC Document (ED) Numbers can be located in libraries that have ERIC microfiche collections. Call ACCESS ERIC at 800/538-3742 for the collection nearest you. Documents with ED numbers can also be purchased from the ERIC Document Reproduction Service (800/443-ERIC). Copies of journal articles (those with EJ numbers) are available from University Microfilms International, (800/521-0600, ext. 2533 or 2534).*

Note. An ERIC digest on this topic, *Including Students with Disabilities in General Education Classrooms*, is also available.

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